

# STATEWIDE COURSE SYLLABUS

## Interior Design 1

**Instructor:**

Teacher's Name:

Teacher Room Number:

Phone:

Fax:

Email:

Webpage:

Hours Available:

**Career Cluster:** Arts, A/V Technology, & Communications Cluster

**CIP Code:** 500408

**Course Number and Title:** 5455 Interior Design 1

**Course Description:** Interior Design I focuses on the study of interior planning with emphasis on the basics of design. Students will develop a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contents. Concepts are applied with hands-on learning experiences as students study career paths, design, products, materials, and professionalism. Projects are integrated throughout the course work. Computer access is strongly recommended for this course. The Family and Consumer Sciences student organization Family, Career, and Community Leaders of America (FCCLA) greatly enhances this curriculum.

**Grade Level:**

**Carnegie Units:**

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

**Prerequisite:**

**National Assessment/Credential:**

# STATEWIDE COURSE SYLLABUS

## Interior Design 1

### South Carolina State Standards/Indicators

#### Unit 1: Topic: CAREER PATHS

##### Amount of Time:

##### State Standard:

1. Analyze career paths within the interior design industry.

##### Indicators:

1. Determine the roles and functions of professionals engaged in housing, interiors, and furnishings careers.
2. Explore opportunities for employment and entrepreneurial endeavors.
3. Investigate education and training requirements.
4. Identify attributes of professional interior designers.

#### Unit 2: Topic: DESIGN BASICS

##### Amount of Time:

##### State Standard:

1. Identify architectural styles and furniture design throughout history.

##### Indicators:

1. Identify major time periods affecting buildings and furnishings.
2. Analyze building characteristics for time, location, resources, and events.
3. Differentiate historical furnishing styles.

## STATEWIDE COURSE SYLLABUS

### Interior Design 1

#### **Amount of Time:**

#### **State Standard:**

2. Analyze the application of the elements and principles of design.

#### **Indicators:**

1. Analyze furniture, architecture, or accessories for elements and principles of design components.
2. Design a space applying color theory and lighting basics.
3. Evaluate the effects that the elements and principles of design have on aesthetics and function.
4. Determine the psychological impact that the elements and principles of design have on individuals.

#### **Amount of Time:**

#### **State Standard:**

3. Create designs with various media.

#### **Indicators:**

1. Demonstrate sketching and free hand drawing skills.
2. Explore color media applications.
3. Critique computer-aided design programs.
4. Apply creative strategies in design.

### **Unit 3 Topic: PRODUCTS AND MATERIALS**

#### **Amount of Time:**

#### **State Standard:**

1. Evaluate interior furnishings and products in meeting specific design needs.

#### **Indicators:**

1. Determine the specific design needs.
2. Identify the characteristics of furnishings and products for a certain design need.

## STATEWIDE COURSE SYLLABUS

### Interior Design 1

3. Select appropriate products to meet the needs of green design, universal design and other special needs groups
4. Select appropriate materials and products on the basis of the properties and performance criteria.
5. Apply measuring, estimating, and pricing skills.
6. Select appropriate manufacturers products and materials.
7. Recognize safety, health, and environmental issues.

#### Unit 4 Topic: **PROFESSIONALISM**

##### **Amount of Time:**

##### **State Standard:**

1. Analyze professional practices.

##### **Indicators:**

1. Demonstrate:\
  - a. appropriate dress.
  - b. firm handshake.
  - c. proper eye contact.
  - d. forthright approach.
  - e. ability to act and respond appropriately.
2. Employ teamwork and leadership skills to enhance work environment.
3. Describe ethical and collaborative business practices.
4. Evaluate the mission, goals and objectives of professional organizations in interior design.
5. Research emerging career specializations in interior design.
6. Discuss the upcoming trends of the profession.
7. Summarize safety regulations in professional practices.

**STATEWIDE COURSE SYLLABUS**  
**Interior Design 1**

**Course Outline**

	<b>Unit/Lesson</b>	<b>Textbook Chapter</b>		<b>Unit/Lesson</b>	<b>Textbook Chapter</b>
<b>Week 1</b>			<b>Week 10</b>		
<b>Week 2</b>			<b>Week 11</b>		
<b>Week 3</b>			<b>Week 12</b>		
<b>Week 4</b>			<b>Week 13</b>		
<b>Week 5</b>			<b>Week 14</b>		
<b>Week 6</b>			<b>Week 15</b>		
<b>Week 7</b>			<b>Week 16</b>		
<b>Week 8</b>			<b>Week 17</b>		
<b>Week 9</b>			<b>Week 18</b>		

**Academic Alignments:**

Course content is aligned with the following academic subject areas:

English Language Arts	Health and Safety Education	Technology
Earth Science	Elementary Algebra	Physics
Economics	Geometry	Biology
Chemistry	Intermediate Algebra	Data Analysis
Physical Science	Precalculus	Global Studies

**Textbook(s):**

**Evaluation and Grading:**

**1. Grading System:**

**2. Grading Scale:**

**STATEWIDE COURSE SYLLABUS**  
**Interior Design 1**

**A = 100 - 93**

**B = 92 - 85**

**C = 84 - 77**

**D = 76 - 70**

**F = 69 - below**

**Make-up Policy and Extra Help:**

**Supplies Needed:**

**Classroom Expectations:**

**Classroom Procedures:**

**Student Organization:**

**Collaborative Partnerships:**

**Advisory Council:** The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

**Business/Community Connections:** Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

**Dual Credit/Articulation Opportunities (Transition Strategies for Middle School):**

**STATEWIDE COURSE SYLLABUS**  
**Interior Design 1**

**Service Learning Projects:**

**Extended Learning Opportunities:**

# STATEWIDE COURSE SYLLABUS

## Interior Design 1

### 21<sup>st</sup> Century Skills

[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120)

The elements listed below are 21<sup>st</sup> Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

<b>Core Subjects and 21st Century Themes</b> <ul style="list-style-type: none"><li>• English, reading or language arts</li><li>• World languages</li><li>• Arts</li><li>• Mathematics</li><li>• Economics</li><li>• Science</li><li>• Geography</li><li>• History</li><li>• Government and Civics</li></ul>	<b>Learning and Innovation Skills</b> <ul style="list-style-type: none"><li>• <b>Creativity and Innovation</b> Think Creatively Work Creatively with Others Implement Innovations</li><li>• <b>Critical Thinking and Problem Solving</b> Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems</li><li>• <b>Communication and Collaboration</b> Communicate Clearly Collaborate with Others</li></ul>
<b>Information, Media and Technology Skills</b> <ul style="list-style-type: none"><li>• <b>Information Literacy</b> Access and Evaluate Information Use and Manage Information</li><li>• <b>Media Literacy</b> Analyze Media Create Media Products</li><li>• <b>ICT Literacy</b> Apply Technology Effectively</li></ul>	<b>Life and Career Skills</b> <ul style="list-style-type: none"><li>• <b>Flexibility and Adaptability</b> Adapt to Change Be Flexible</li><li>• <b>Initiative and Self-Direction</b> Manage Goals and Time Work Independently Be Self-directed Learners</li><li>• <b>Social and Cross-Cultural Skills</b> Interact Effectively with Others Work Effectively in Diverse Teams</li><li>• <b>Productivity and Accountability</b> Manage Projects Produce Results</li><li>• <b>Leadership and Responsibility</b> Guide and Lead Others Be Responsible to Others</li></ul>



# STATEWIDE COURSE SYLLABUS

## Interior Design 1

### CHECKLIST

Please check each item you have read and understand:

<b>Syllabus Categories</b>	<b>Parent</b>	<b>Student</b>
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Student Organization		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 <sup>st</sup> Century Skills		

Please refer to contact information on the first page if you have any questions. Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Printed Name: \_\_\_\_\_